



### Stilgebauer Award 2010 – Application Form

Please provide the information below. This application form needs to accompany the Project Summary for the project to be considered for a Stilgebauer award. Individuals or teams may complete the required information for their own project(s) or for another teacher or group's project

Project Name: Environmental Action Teams

School Regional Area ☐ North Cook ☒ South Cook ☐ West 40

District Name North Palos

District No. 117

Name(s)-Teams with up to 5 members will be accepted! Include all names.

Email Address(s)

\* Kristen McHugh

\* KLmchugh@mpd117.net

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School Name Glen Oaks School

School Street Address 9045 S. 88th Ave.

School City, State, Zip Hickory Hills, IL 60457

School Phone Number 708-233-6800

If you are providing information to nominate another teacher or group, please provide your information below (if different from those named above).

Nominator's Name

Nominator's Phone #

Best Contact Time

Nominator's Email

Please attach the Project Summary to this form and send to Learning Technology Center  
One Central at 2701 W. Washington Blvd., 2<sup>nd</sup> Floor, Bellwood, IL 60104

**Stilgebauer Nomination 2010**  
**Kristen McHugh - Glen Oaks School**

1. **Descriptive Title:** Environmental Action Teams
2. **Project Abstract:** Fifth grade students worked in teams to demonstrate the effects that people's actions can have on the environment. Through the use of Windows Movie Maker, they created short movies that promoted environmental responsibility.
3. **Grade level:** 5<sup>th</sup> Grade
4. **Subject area:** Science/Language Arts/Technology
5. **Technological Resources used:** Windows Movie Maker, digital cameras, laptops
6. **Other Materials used:** tripod, various props for the production of the movies, science text book, BrainPop videos
7. **Standards/NETS:**  
Illinois Learning Standards met by this project include:

**3.C.2b** Produce and format compositions for specified audiences using available technology.

**4.B.2a** Present oral reports to an audience using correct language and nonverbal expressions for the intended purpose and message within a suggested organizational format.

**12.E.2c** Identify and classify recyclable materials.

**13.B.2d** Compare the relative effectiveness of reducing, reusing and recycling in actual situations.

**13.B.2f** Analyze how specific personal and societal choices that humans make affect local, regional and global ecosystems (e.g., lawn and garden care, mass transit).

The NETS standards for students met by this project include:

**1a. Creativity and Innovation:** Students apply existing knowledge to generate new ideas, products, or processes

**2d. Communication and Collaboration:** Students contribute to project teams to produce original works or solve problems.

**4b. Critical Thinking, Problem Solving, and Decision Making:**

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

**6b. Technology Operations and Concepts:** Students demonstrate a sound understanding of technology concepts, systems, and operations.

**8. Process:**

After learning about the environment and how to protect it through various science lessons, the fifth grade students worked in teams of 4-8 students to create environmental videos. The sole purpose of the project was to educate other students about the effects that their actions have on the land, air, and water around us. Each team was responsible for all aspects of their video production. As a group they wrote a script, decided on parts, created props, filmed the skit, edited the skit in Movie Maker, and added title and credit slides.

**9. Integration:**

One of the goals of this project was to provide students with the opportunity to use digital cameras and Movie Maker to deliver important information in a child friendly manner. The groups were able to utilize their photography and video editing skills to generate a meaningful video message. To prepare, we spent some time reviewing Movie Maker and engaged in a student led session on setup and use of the digital camera. Through the use of digital cameras, students are able to evaluate each scene that they recorded immediately. This allowed them to analyze their verbal and non-verbal expression, and provided students with the opportunity to re-tape scenes if needed. Students made all of the technical decisions regarding their project.

**10. Reflection:**

Since students were aware of their assignment at the start of the unit, it helped them to stay focused throughout the lessons. As the class gained a better understanding of the environment, students continued to evaluate the information being presented to determine the key facts that would be used to deliver their environmental message. Using technology in this project gave students a meaningful reason to learn the content.